DOCUMENT RESUME

ED 340 198 FL 018 939

AUTHOR Herman, Rebecca
TITLE English as a Second Language Course of Study K-12.
INSTITUTION Athens City Schools, Ohio.
PUB DATE 90
NOTE 40p.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Admission Criteria; Classroom Techniques; Course Content; Educational Objectives; Educational Philosophy; Elementary Secondary Education; *English (Second Language); Instructional Materials; Parent Participation; Parent School Relationship; Program Descriptions; Program Design; School Registration; Second Language Programs; Student Evaluation; Student Placement
IDENTIFIERS *Athens City School District OH

ABSTRACT

The English-as-a-Second-Language (ESL) program in the Athens (Ohio) City School District is described. The program is organized as a pull-out program and focuses on development of language arts and literature and is intended as a transitional program. The report contains the following: statements of the school district's philosophies concerning education in general and ESL instruction in particular; a statement of ESL program goals; procedures for placement, assessment, and student evaluation; a scope and sequence for grades K-12; descriptions of instructional materials selected for the program; notes for both teachers and parents concerning parent participation and communication with school staff; advice for aides, tutors, volunteers, and elementary and secondary school teachers, primarily concerning classroom communication techniques; and a list of recommended teacher priorities for effective ESL teaching. The form used by the school district to record home language use information, a brief statement about the ESL program, and a list of requirements for admission to the district's schools are appended. (MSE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Herman Rebecca

Rebecca

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it

Minor changes have been made to improve reproduction quality

Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

ENGLISH AS A SECOND LANGUAGE
COURSE OF STUDY K-12

ED340198

Written by

Rebecca Herman, Teacher and Program Coordinator

for the

ATHENS CITY SCHOOL DISTRICT

and approved by the local

Board of Education

SPRING 1990

Rebecca Herman: c/o East Elementary School
3 Wallace Drive
Athens, Ohio 45701

FL 018 937

BEST COPY AVAILABLE

TABLE OF CONTENTS

District Statement of Support 1

Introduction 2

Athens City Schools Philosophy of Education 4

English as a Second Language Philosophy Statement . 6

Goals of the ESL Program 8

Placement, Assessment and Student Evaluation Procedures 9

Scope and Sequence K-12 12

Materials 24

Parent Communication 27

Tips for Teachers and Tutors 30

Priorities for a Good ESL Class 32

APPENDIX 34

a. Athens City Schools Form B1 (Home Language Use Form) 35

b. Registration Procedures

1. "English as a Second Language Program" Information 36

2. Requirements for Admission . . . 37

ENGLISH AS A SECOND LANGUAGE

COURSE OF STUDY K-12

ATHENS CITY SCHOOL DISTRICT

STATEMENT OF SUPPORT

BY

TEACHERS OF ATHENS CITY SCHOOL DISTRICT

The Course of Study for English as a Second Language K-12 as presented here is supported by the teachers listed below, all of whom have contributed to the concepts within this course of study.

Dennis Boger, Principal, East Elementary School

Nan Worthing, Kindergarten, East Elementary School

Ruth Nostrant, 1st grade, East Elementary School

Elsa Poole, 2nd grade, East Elementary School

Donna Slagle, 3rd grade, East Elementary School

Joyce Carney, 4th grade, East Elementary School

Miriam Farrar, 5th grade, East Elementary School

Barbara Kennard, 6th grade, East Elementary School

Paul Grippa, Principal, Athens Middle School

Rebecca Herman, teacher, English as a Second Language Program, K-12; East Elementary School

INTRODUCTION

The English as a Second Language (ESL) Program in the Athens City School District is organized as an ESL pull-out program. This means that participating limited-English proficient (LEP) students receive one to two hours of language instruction a day, in the form of a tutorial, while the remaining part of the school day is spent in regular, mainstream classrooms.

At the elementary school level, the ESL students must receive most or even all of their language arts and literature training in the ESL lab. Since students are admitted to the ESL program under the premise that their language deficiency is preventing them from coping with their content-area courses, ESL students also need extra help in those areas as well. Unfortunately, because of time and scheduling restrictions, ESL students cannot receive assistance in all subject areas solely from the ESL program. Parents, other teachers, and ESL aides (for which additional funds must be established) must step in to supplement content specific needs. Therefore, this curriculum guide is written with the intent of both describing the scope of the existing program and providing suggestions for parents and mainstream classroom teachers to supplement the ESL lessons.

Rather than expect a single ESL teacher to tutor the usual 45-50 students across all grades, K-12, in every subject area, this ESL program focuses chiefly on the language arts and literature, while trying to incorporate useful, high-frequency vocabulary that students will probably encounter in other subject areas.

Since the ESL program focuses on developing the use of English, the scope and sequence is similar to those goals set out for native speakers of English. It is therefore recommended that

the user of this guide refer also to the Language Arts Course of Study K-8 adopted by the Athens City Schools as a supplement to this guide.

Once an ESL student reaches an eighth grade reading proficiency level, and if the secondary school teachers (and/or testing) reveal that academic weakness is due to language deficiency, then the ESL teacher will focus exclusively on the content area texts in which the student needs the most assistance. Language development should then take place through direct use of the content area topics.

ATHENS CITY SCHOOLS

PHILOSOPHY OF EDUCATION

The Athens City School System is vitally concerned with its educational program. The program provides a plan for use in the continuous improvement of education services in the community.

Basic to the educational program is a philosophy of education. It serves as foundation for a statement of purposes and goals. Thus, teachers, parents, students, and administrators have a frame of reference and a source of information for developing understandings related to the offerings of the school.

The philosophy of the Athens City Schools has been defined as:

We believe that the individual's development is of the utmost importance in our democratic society. We also believe that the individual's development should contribute to the betterment of society and to the perpetuation of our democratic heritage.

We are cognizant of the fact that individuals differ and believe that we should strive to provide educational opportunities, so that each student's interests and abilities can be challenged.

We also believe that students should have numerous opportunities to have some measure of success in day-to-day curricular and extra-curricular activities providing them broad and varied experiences both social and educational. However, this expectation must be a realistic one as individuals can be expected to experience occasional failure as well as success. Both are vital to the learning process.

We recognize the changing nature of our physical, social, cultural and economic environment and believe that we must provide flexibility in our educational system to meet these changes.

We believe that the education of youth grows out of an interaction of the school, the home and the community. Education is a broad responsibility involving a variety of agencies and people. The educational process should provide each students with the opportunity for success, personal growth and accomplishment.

We believe that the achievement of the following objectives will help make a practical application of this philosophy.

1. To insure that the basics of education (reading, writing, and computation skills) are provided to all students.

2. To help the individual develop the ability to think rationally and logically.

3. To develop good character and self-respect.

4. To provide for individual differences through programs for a wide range of aptitudes.

5. To assist students to develop self-reliance and self-discipline within a framework of appropriate academic and social activities.

6. To help each child become a responsible citizen in the home, school and the community.

7. To contribute to the development of wholesome physical and mental health.

8. To impress upon our youth a sense of their responsibility to the school and to their fellow students.

9. To provide skills for family living and the personal management of property and resources.

10. To develop an unbiased understanding of our community, government, economy, and social interaction.

11. To help students develop an interest in and an appreciation of school and the lifetime learning process.

12. To encourage and stimulate and appreciation of the cultural and the artistic.

13. To encourage the wise use of leisure time.

ENGLISH AS A SECOND LANGUAGE PHILOSOPHY STATEMENT

The needs of the students in the English as a Second Language (ESL) program are necessarily distinct from those of any other program in the state of Ohio, primarily because of the special population that the program attracts. Up to the present, we have not served refugees or immigrants, nor have we taught American Indians or any other American citizens who grew up with a native language other than English. The population is almost without exception made up of children of Ohio University graduate students. This special population guarantees three major influences on the approach of the program:

1. The turnover rate of ESL students is every two to three years.
2. The motivation to learn English and achieve in the mainstream classroom is sometimes limited since their stay is always temporary.
3. The students come from families who value literacy and education.

Therefore, the philosophy of the ESL program must meet those most pressing needs of the students. The primary goal is to provide enough English so that the students will be able to participate in the mainstream classroom activities with their peers. Therefore, the students' needs must necessarily reflect the minimum requirements of the subject area and mainstream classroom teachers themselves. While the achievement of those requirements is often a subjective decision rather than a grade-based one, this program aims toward meeting those requirements.

Meeting these goals necessarily means that: 1) the curriculum guides in <u>each and every</u>

subject area must be referred to and used as supplementary teaching guides; and 2) the mainstream classroom teachers must have significant input as to whether an ESL student is achieving the correct goals.

There are three basic factors influencing our ESL program:

1. There will be a focus on reading and writing at all grade levels.
2. Elementary school teachers focus on story writing, classroom discussions and mathematics success. Daily performance evaluations by the participating teachers are necessary to determine student achievement.
3. Secondary school teachers correlate language proficiency with grades on tests and projects rather than with daily English production in the classroom.

GOALS OF THE ESL PROGRAM

1. Students will achieve sufficient English proficiency in listening, speaking, reading and writing to participate in mainstream classes without English assistance.

2. Students will develop suitable study skills and work habits to achieve academically and perform independently.

3. Students will develop sufficient social skills to be able to successfully interact with their peers.

4. Students will develop an awareness of other cultures, including an appreciation of their own backgrounds.

PLACEMENT, ASSESSMENT AND STUDENT EVALUATION PROCEDURES

Registration

The site of the English as a Second Language (ESL) Program is at East Elementary School. Parents of potential ESL students are encouraged to enroll their children at East. Secondary school ESL students must make arrangements to attend East Elementary for at least a portion of each school day. These older students normally attend regular classes in the morning, and after lunch walk or drive to East for their ESL lessons.

ESL program information is given to international students' parents at Ohio University Orientation and at East Elementary School.

The enrollment procedure at East includes a "Language Use" sheet which helps to determine the child's native language. Parents are asked if the child is literate in his or her first language, how much English the child has been previously exposed to, and other details of the child's education.

Placement

Initial testing of potential ESL students is both formal and informal. Very often, students are so shy and uncomfortable about speaking English for the first time with native speakers of English that they give an inaccurate sample of their true abilities. Therefore, a combination of a test and interview along with consultations with parents and the intended classroom teachers determines whether a child is eligible for the program. In accordance with Federal guidelines, no child can be placed in the ESL program against a parent's wishes, but most parents readily

accept any special attention given the child in the area of English language development.

Language ability, math ability, the degree of literacy in the native language, and the age of the student are the four factors used in determining grade placement of an ESL pupil. Initially, language deficiency alone is not sufficient reason to place students in any grade lower than that suitable for their age. However, if a student has not shown real effort and noticeable improvement in all areas over the course of a school year, the teachers do recommend grade retention for the following year.

The length of time spent in the ESL program varies according to the needs of the students. Generally, the youngest students (5-7 years old) can learn sufficient language skills within a year. Older students face more of a challenge since the vocabulary needs become markedly increased for each successive year of school. This ESL program has no limit on the number years a student may receive tutoring. The lessons themselves, though, are limited to a maximum of one hour a day of tutoring.

Assessment

Informal evaluations of each student's progress is ongoing. Teachers and parents alike receive daily progress reports (from the ESL teacher) at first, and then weekly and monthly.

In addition to placing students and prescribing instruction, exit criteria must be defined and met. Because one significant aim is to provide sufficient English fluency to enable the student to be successful primarily in the eyes of the mainstream classroom teacher, formal test results are considered only as a portion of the exit criteria. Tests, along with the informal opinions of the involved teachers, parents and the ESL student must all be considered before a student is mainstreamed. (The term mainstreaming is used throughout this text to denote placing an ESL student full-time in the classroom, with no supplemental tutoring in the ESL program.) The

ESL teacher is teaching full-time; therefore an ESL aide is needed to monitor ESL students as they are mainstreamed.

Mainstreaming itself is always a transitional period during which time the student is actually under a trial period. The student's progress is monitored constantly until the teacher(s), parents and student are satisfied that the decision to mainstream is the correct one.

It should also be noted that classroom teachers do not normally expect ESL students to attain the same degree of complete English fluency that native speakers of English have. The chief criterion for exit from the ESL program lies in the issue of whether a non-native speaker of English can cope with and participate in all classroom activities adequately from a language standpoint.

SCOPE AND SEQUENCE K-12

The following abbreviations are used in the charts in the right margins to represent at which minimum grade level(s) the topics are to be addressed and met:

I = Introduce concept

R = Repeat/reinforce concept

M = Master concept

PROGRAM GOAL #1: Students will achieve sufficient English proficiency in listening, speaking, reading and writing to participate in mainstream classes without English assistance.

Objective A: Students will acquire a range of vocabulary in the following topic areas appropriate to grade level needs:

*Each item under #1A is followed by an abbreviation (A,B,C or D) to represent the specific areas in which each topic is most commonly found:

A = Social Studies/Careers

B = Science

C = Math

D = Language Arts

	I	R	M
1. People - A			
Self	K	1,2	3
Family	1	1,2	3

Occupations	I	R	M
2. School - A	K	1-3	4
3. Numbers - C	K	1	2
4. Colors - B	K	1	2
5. Body parts - B	K	1	2
6. Animals - B	K	1	2
7. Food - B	K	1,2	3
8. Shapes - C	K	1,2	3
9. Transportation - A	K	1	2
10. Calendar - D	K	1	2
11. Toys - A	1	1	2
12. Household - A	K	1	2
13. Money - C	1	2	3
14. Time: Clock - C	1	2	3
15. Weather and Seasons - B	1	2	3
16. Holidays - D	K	1	2
17. Clothing - A	K	1-3	4
18. Emotions - D	K	1	2
19. Safety - D	K	1-3	4
20. Energy B	K	1,2	3
21. Communication - D	2	3,4	5
22. Health - B	1	2,3	4
	1	2,3	4

Objective B: Students will develop listening skills.

	I	R	M
1. Follow verbal directions.	K	1	2
2. Understand vocabulary when used in context.	K	1-3	4
3. Recognize and distinguish various English speech sounds, i.e. vowels, consonants, etc.	K	1,2	3
4. Recognize rhyme.	K	1,2	3
5. Use clues of pitch, stress and intonation to distinguish questions, directions, statements and other speech acts.	1	2	3
6. Follow speech in a text.	1	2	3
7. Distinguish contractions and affixes as needed for understanding.	1	2	3
8. Target unknown terms for future study.	2	3	4
9. Differentiate between relevant and irrelevant spoken information.	1	2,3	4

Objective C: Students will improve speaking skills.

	I	R	M
1. Recite the alphabet.	K	1	1
2. Use sufficient and appropriate vocabulary to discuss a given topic.	K	1,2	3
3. Speak in phrases and sentences.	1	2	3
4. Ask necessary questions to function in school and in class.	1	2	3
5. Answer questions.	K	1,2	3
6. Cite reasons.	1	2,3	4

	K	1	2
7. Ask permission.			
8. Elicit explanations, advice and help.	1	2,3	4
9. Give directions.	1	2,3	4
10. Speak in appropriate volume, articulation, pitch, rhythm and flow.	1	2,3	4
11. Use contractions and idioms.	1	2-5	6
12. Relate a personal event.	1	2,3	4
13. Recite memorized rhymes and passages.	1	2	3
14. Participate in dialogues, improvisations and role plays.	1	2	3
15. Give reports in a logical and sequential manner.	2	3	4
16. Summarize information.	1	2,3	4
17. Orally function on a social level, e.g. enter a conversation, use eye contact, be courteous.	1	2,3	4
18. Adjust speech styles to audience: peer or adult, small or large group.	3	4,5	6

Objective D: Students will develop reading skills.

	I	R	M
1. Readiness Skills:			
a. Visually discriminate printed symbols.	K	1	1
b. Use paper and pencil to reproduce symbols from memory.	K	1	1
c. Discriminate upper and lower case letters.	K	1	1
d. Identify colors and shapes.	K	1	2

e. Identify letter sounds.	K	1	2
f. Recognize own name in print.	K	K	K
g. Recognize initial letter sounds.	K	1	2
h. Demonstrate left to right reading direction, up to down and front to back of text and book.	K	1	1
i. Perform picture sequencing.	K	1	2
j. Recognize word boundaries.	K	1	1
k. Identify numbers 1-10.	K	1	1

2. Word Analysis Skills:	I	R	M
a. Use phonics to aid reading.	K	1	2
b. Recognize groups of words in sentences, questions, etc.	1	2	3
c. Recognize words by their roots.	1	2	3
d. Identify common affixes and their use.	1	2	3
e. Note word collocations.	3	4,5	6

3. Reading Comprehension Skills:

a. Demonstrate knowledge of literal meanings:			
1. Read both printed and cursive style writing.	2	3	3
2. Use punctuation clues to add meaning.	1	2	3
3. Follow written directions.	1	2	3
4. Glean main ideas.	1	2,3	4
5. Recognize supporting and secondary ideas.	2	3,4	5
6. Identify synonyms, antonyms, homophones and homographs.	2	3,4	5

7. Identify the problem and solution.	2	3	4

	I	R	M
4. Inferencing Skills:			
a. Draw conclusions.	1	2,3	4
b. Predict outcomes.	1	2,3	4
c. Recognize cause and effect.	1	2,3	4
d. Compare and contrast ideas.	2	3-5	6
e. Differentiate reality from fantasy.	1	2	3
f. Differentiate fact from opinion.	2	3	4
g. Identify feelings and attitudes.	K	1-5	6
h. Determine the meaning of a word from its context.	1	2-5	6

5. Critical Thinking:			
a. Form opinions of written passages.	2	3-5	6
b. Make judgements.	2	3-5	6
c. Distinguish fact from opinion.	2	3-5	6
d. Identify the author's purpose.	3	4,5	6
e. Classify and rank ideas in various parameters.	2	3-5	6

6. Comprehend and appreciate literature:			
a. Select suitable reading material for pleasure.	2	3-5	6
b. Recognize story elements by identifying:			
1. Character.	K	1,2	3
2. Plot.	K	1-3	4
3. Setting.	1	2	3

4. Mood.	2	3-5	6
5. Point of view.	3	4,5	6

Objective E: Students will develop writing skills.

	I	R	M
1. Students will develop and improve manuscript and cursive writing styles.	K	1-3	4
2. Students will write in various forms:			
a. Employ suitable vocabulary in their writing.	2	3-5	6
b. Develop strategies for building sentences through copying, dictations, cloze exercises, etc.	1	2-5	6
c. Write questions, commands, direct speech and other forms of phrasal English.	1	2,3	4
d. Choose and employ various methods of organizing ideas, e.g. outlining, mapping, webbing, charting.	2	3-5	6
e. Write paragraphs.	2	3,4	5

2. Students will edit and revise their work.			
a. Apply conventional rules of punctuation.	1	2,3	4
b. Rewrite first drafts by a variety of screening procedures: teacher conferences, peer revision, or self-evaluation.	1	2-5	6
c. Use the parts of speech correctly.	1	2,3	4
d. Use synonyms, antonyms and homonyms.	1	2,3	4

3. Students will write for a variety of purposes.

	I	R	M
a. Write for functional purposes, e.g. name and address.	1	2	3
b. Write for personal purposes, e.g. journals, experiences, reactions.	1	2,3	4
c. Write for informational purposes, e.g. letters, reports, summaries, class notes.	2	3-5	6
d. Write for poetic purposes, e.g. drama, poetry, short stories.	1	2-5	6

Objective E: Students will improve spelling skills.

1. Students will become familiar will English spelling conventions.	1	2-5	6
2. Students will spell: a. basic functional words and sight words related to survival English, word families, pattern words, number words, days of the week, etc.	1	2,3	4
b. weekly targeted spelling words used in the classroom and tested.	2	3-5	6

PROGRAM GOAL #2: Students will develop suitable study skills and work habits to achieve academically and perform independently.

Objective A: Students will develop the ability to locate information.

1. Use alphabetizing skills to locate information.	2	3	4
2. Use the library to locate information.	3	4,5	6
3. Use reference materials, e.g. card catalogs, dictionaries, encyclopedias.	2	3	4
4. Recognize various parts of a book and their uses: title, author, footnotes, glossary, index, table of contents, etc.	1	2,3	4

5. Use graphic information: charts, graphs, maps, tables, timelines, etc.	1	2-5	6

Objective B: Students will use appropriate study habits.

	I	R	M
1. Memorize key information.	2	3-5	6
2. Underline, highlight, or otherwise mark key information.	3	4,5	6
3. Skim/scan for information.	2	3-5	6
4. Take notes.	3	4,5	6
5. Make formal and informal outlines.	4	5	6
6. Paraphrase.	2	3-5	6
7. Ask pertinent questions.	2	3-5	6
8. Summarize and synthesize relevant information.	2	3-5	6

Objective C: Students will develop test-taking strategies.

1. Students will recognize the format and be able to take and pass various types of tests such as cloze, multiple choice, completion, classification, labeling, word analogy, etc.	2	3-5	6
2. Students will be able to take standardized tests.	1	3-5	6
3. Students will be able to respond appropriately to essay questions.	3	4,5	6

Objective D: Students will develop other learning strategies.

1. Focus attention for long periods.	1	2,3	4
2. Differentiate types of tasks and questions.	2	3	4
3. Self-monitor comprehension.	2	3	4
4. Take self-correcting action, e.g. slow down, make extra effort, allocate more time.	2	3	4

5. Re-read.	1	2	3
6. Read ahead.	2	3	4
7. Use graphics of text to aid comprehension.	2	3	4
8. Follow directions.	1	2,3	4
9. Locate and use resources, e.g. the Public library and O.U. libraries.	3	4,5	6
10. Elicit help from family and peers.	2	3-5	6
11. Study efficiently with others.	1	2-5	6
12. Seek out opportunities to use learned information.	4	5	6
13. Take risks in guessing the meaning.	2	3-5	6
14. Take risks in using whatever is known, no matter how little.	2	3-5	6

PROGRAM GOAL #3: Students will develop sufficient social skills to be able to successfully interact with their peers.

Objective A: Students will work with students of other language backgrounds.

	I	R	M
1. Participate in small group tutorials by listening and responding to other students in English.	1	2,3	4
2. Assist students from other language backgrounds.	1	2,3	4
3. Accept help from peers and adults from other cultures and language backgrounds.	1	2,3	4

Objective B: Students will socialize with students of other language backgrounds.

1. Eat lunch with and verbally interact in English with students from other language backgrounds.	1	2,3	4
2. Play at recess and other free times with students from other cultures and language backgrounds.	K	1,2	3

3. Seek out communication and interaction with students from other cultures and language backgrounds, both in and out of school.	2	3	4

PROGRAM GOAL #4: Students will develop an awareness of other cultures, including an appreciation of their own backgrounds.

Objective A: Students will learn about various American cultural aspects and customs such as:

	I	R	M
1. Greetings and farewells.	K	1	2
2. Degrees of formality and politeness.	2	3-5	6
3. Sports.	2	3-5	6
4. Food.	1	2	3
5. Clothing.	K	1,2	3
6. Eating habits and conventions.	1	2,3	4
7. Music.	2	3	4
8. Seasons, climate, weather.	1	2	3
9. Concept of family and roles.	K	1,2	3
10. Attitudes toward education.	2	3	4
11. Attitudes toward time management.	2	3	4
12. Shopping and currency.	1	2,3	4
13. Occupations and career awareness.	1	2,3	4
14. Proverbs, rhymes, sayings.	1	2-5	6
15. Appropriate behavior in a variety of settings.	K	1-3	4
16. Cultural conflicts, e.g. stereotypes, prejudices, misinterpretation.	3	4,5	6
17. Transportation.	1	2	3

Objective B: Students will view the world as a panorama of multicultural and multilingual peoples.

	I	R	M
1. Learn about the diverse heritage of the United States.	2	3-5	6
2. Understand the advantages of being multilingual.	2	3-5	6
3. Perceive the need for communicating across cultures.	3	4,5	6
4. Examine how cultures mutually influence each other.	3	4,5	6

MATERIALS

The English as a Second Language (ESL) Program is largely dependent on the student's ability to study English independently for part of the time slot spent in the ESL lab. Good quality materials that teach, allow the students to progress at their own rate, hold their interest, and still allow for learning with a minimum of outside guidance are few and hard to come by. The most useful elements for success at independent study are listed with annotations here:

1. Project LIFE Programmed Language/Reading Series (Instructional Industries, Inc., 37 Maplewood Ave., Albany, New York 12205; catalog copyright 1988. 1-800-543-2704). This is a series of film strips which teach vocabulary and grammar starting with five basic nouns (boy, girl, man, woman, baby) with both pictures and print. The difficulty level is not stated but is suitable through a third grade reading level. The holiday theme strips are particularly suitable for learners from other cultures. There are a total of about 200 film strips in use in this program. Answers are keyed into a computer, which provides immediate feedback and allows for correction. If a computer is not available, the answers can be marked on an answer sheet to be hand-corrected later by the teacher. The chief disadvantage is the expense of buying and replacing each filmstrip. Students can usually master one filmstrip a day.

2. Specific Skills Series (Barnell Loft, Ltd., 958 Church Street, Balwin, New York 11510. Copyright 1978 in use). This series contains booklets that each focus on a specific reading skill. Two books, "Working With Sounds" and "Using the Context," are difficult to use independently for ESL students, but the other skills such as "Getting the Facts" and "Drawing Conclusions" are thought-provoking. Answers are printed on an answers sheet and self-corrected the next day.

3. SRA Reading Laboratory 1c, revised edition (Science Research Associates, Inc. by Don H. Parker and Genevieve Scannell, 1973; Chicago). At this ESL program, the answers can be keyed into a computer for immediate feedback, which is the major advantage. Students must have at least a high first grade reading ability and be a student in second grade or higher in order to successfully use these materials.

4. Listening materials. These are various stories that the students can listen to while visually following the text. The larger the variety in stories, the better. No spoken or written output is required of the students, but orally reading and singing along with the tape is allowed. Students are encourage to listen to and read each story at least three times. The actual materials consist of traditional fairy tales, current children's literature, and fantasy stories about movies they may have seen, such as Star Wars.

5. Creative writing. Students are encouraged to move from guided to free writing in both compositions and text feedback. Journals, illustrated story summaries and bilingual stories provide beneficial written language practice without a specific focus on teacher correction.

The core of each language tutorial centers on a reading passage. While it is currently popular to look down on basal readers, they are in fact the most practical type of readers that ESL students can cope with independently. The students are issued a basal or remedial text which they can read alone at first in order to glean as much meaning as possible. The basal readers are ideal for this purpose precisely because the vocabulary and grammar are guided. Each story reinforces and reviews terms used in previous stories within the same series. Therefore, the basal readers are an ideal link between independent reading and tutorial reading with teacher assistance. Here are two reading series chosen for these functions:

1. Reading 720: Rainbow Edition 1980 (Silver Burdett & Ginn, 3814 West St.,Suite 209, Cincinnati, OH 45227). These materials start at the pre-primer level and can continue up through junior high level. They come with optional studybooks. These books allow students to independently practice reading, using vocabulary specifically taught during a tutorial.

2. Sprint Reading Skills Program (Scholastic Book Services, New York, 1978). These materials were originally designed as remedial reading for native speakers of English. There are nine texts with three short supplementary story books and a play book. The lowest reading level starts at low second grade, but the assumption is that the readers are at least fourth grade students. These provide more mature subject matter in the stories and are ideal for use with secondary school students.

Finally, students read literature, but at first with the aid of a teacher, peer or ESL aide. Literature can be the most enjoyable type of reading but is often the most difficult to read independently. Students who are just learning English find it frustrating to encounter the unusual adjectives and onomatopoeias often used in children's literature. A teacher's job is to actively incorporate such literature into the language lessons while helping the students learn to take unusual, low-frequency vocabulary into its intended perspective.

Fantasy themes can also be very confusing to a learner of English. Just as we want students to make assumptions and even guesses about the text, we do not want to force students into becoming so gullible about possible meanings in the text that they become frustrated. Therefore, learners should focus more on poetry as supplementary literature rather than fantasy stories in the early stages of learning English until their proficiency and maturity has reached a level that they can deduce for themselves the degree of likelihood that their guesses about the text are correct.

PARENT COMMUNICATION

Parents of ESL students play a crucial role in their children's language development and academic progress. The typical family of students in the Athens City Schools consists of 1) a father who speaks at least some English but attends University classes full time; while the father is usually the liason between school and home, he is normally not available to assist the children at home because of time pressures or previous cultural habits; and 2) a mother who generally speaks little or no English, stays at home to raise her preschoolers and, while she does have the time, does not have the English proficiency, the self-confidence or perhaps the interest in supplementing the effort of the teachers at home.

This may sound as if neither parent is in a position to help their children learn English. But in fact, parental attitudes greatly influence their children's attitude toward the new American culture and school system. Some parents fear cultural contamination and avoid contact with Americans. Others have so little confidence in their own ability to learn English that they inadvertently pass along their insecurities to their children. Occasionally parents will over-estimate their children's ability and accuse them of laziness if they cannot compete academically in school. Still others are initially far more concerned that their children maintain their studies in the original language, resulting in either over-worked children who have double homework assignments, or children who neglect their English studies altogether with their parents' consent.

It is difficult to generalize how parents will react to a teachers' effort at communication and

requests for home reinforcement. Each family must be greeted personally by the involved teachers and attitudes must be discussed. In addition, listed here are tips for parents of ESL students.

1. Meet with all of the teachers who will be teaching your child. Keep in touch with them weekly until you are mutually satisfied that the child is progressing smoothly. If you do not have a telephone, you must take the initiative to call or visit.

2. Show your child that you have confidence in his or her ability to adjust and learn English.

3. Explain to your child the advantages of developing English fluency.

4. Demonstrate your willingness to converse in English, despite any weakness you may feel about your own language ability. This will instill courage in your child.

5. Take your children out in the community with you. Let them get to know the community along with you, and allow them to witness your own gradual improvement in using English.

6. Encourage your child to speak and play with children from other language backgrounds. This will provide a natural setting for practicing English.

7. If your children are not literate in your own language, teach them. Those reading and writing skills will transfer to learning English, and help them see literacy as valuable in any culture.

8. Enroll your children in clubs or sports groups that will provide more opportunities for them to interact with their peers and be exposed to various types of English.

9. Take your child to the Public library and the children's section at the Ohio University library. There are librarians there to help you choose appropriate books.

10. Encourage your children to share their knowledge about their own culture and language with Americans. Everyone will appreciate it.

11. Make sure your child gets enough sleep. Learning another language is mentally and emotionally tiring.

12. Provide your children with a sack lunch and an extra snack. They cannot learn much on an empty stomach. International students are often eligible for free or reduced lunch as well, so your children can have a choice of bringing their own native foods or trying the American foods.

13. Visit the school occasionally, even when your child is doing well. Your presence will let your child and the teachers know that you care.

14. Ask questions if you do not understand something. If your child has a problem, do not become anxious. We will all work together to help.

15. Praise your children frequently for their effort and progress.

16. Ask your child to read aloud to you in English, even if you don't understand what you hear.

TIPS FOR TEACHERS AND TUTORS

There are three categories of teachers whose needs are addressed here. The first group are aides, tutors and volunteers. They usually have no experience or training in teaching, but can easily provide supplementary and individualized help to the ESL students with the guidance of a teacher.

The second group involves secondary school teachers, who have a real challenge in coping with students who cannot function academically in English. Many ESL students arrive with some listening and speaking ability, but these limited skills in no way provide the thousands of vocabulary items needed to cope with text books.

The third group is elementary school teachers.

Fortunately, many of the teachers at this level have years of experience in incorporating LEP students into their mainstream classroom. They have provided some of the advice listed below.

1. Use the buddy system to ease your ESL student's transition into your class. The American should provide a tour of the essential school facilities and they should walk through the school day together for the first few weeks.

2. Do not insist on verbal responses or fluency before attempting literacy. Students are often quite willing to cope on a reading and writing level until they develop the self-confidence to speak. Allow them their silent period.

3. Demonstrate a personal interest in your ESL students. Praise whatever progress they have made.

4. Speak naturally, at normal speed and volume.

5. Limit correction to whatever is necessary for efficient communication.

6. Accept foreign accents, but do not be fooled by clear pronunciation. Accents do not reflect actual knowledge of a language.

7. Be eclectic in teaching.

8. Encourage self-editing and peer correction.

9. Provide realistic language practice opportunities, not pattern drills.

10. Repetition is very important when explicitly teaching something. Use exactly the same terminology until the phrases are mastered before trying to paraphrase.

11. Do not correct the student verbally; rephrase and restate the student's intention by modelling the correct English.

12. Once you discover a need in your student, write down the way they could have made their needs known in English, e.g. I'm sick; I need to use the telephone/bathroom. Present this to your student for future use.

13. Encourage your students to ask for help in any way they can, but do try to anticipate their needs, e.g. your preferred procedure for being excused to go to the bathroom.

14. Permit and urge students to copy everything. The exposure alone will familiarize them with spelling patterns and new vocabulary.

15. Use pantomime and visual aids to illustrate your point.

16. Avoid idioms and slang.

17. Learn their names and make sure they know yours.

18. If your message is important, write it out. Often students have some written knowledge of English but have had little or no exposure to native English speech.

19. Be patient and remember that if you are tiring of trying to communicate, your student is probably exhausted.

20. Work with the parents of your ESL students. They can translate your needs more efficiently and act as liason when customs or language act as a barrier.

21. Wait a few seconds longer for an ESL student to respond than you would for a native speaker of English.

22. Encourage students to actively listen until they are ready to speak.

PRIORITIES FOR A GOOD ESL CLASS

An ESL class can be either a tutorial or a mainstream class which addresses the needs of the LEP students within the student group. Regardless of number or percentage of ESL students present during a lesson, certain guidelines can be used in materials development, technique and delivery of an effective lesson. Listed below are some of the most relevant priorities.

1. Make your objective/goal clear to your students.
2. Inductive works better with K-3 students, deductive better with older students; both are useful for all students.
3. Ensure that your students can do something linguistically new after each class.
4. Teach everything three times if it's worth learning.
5. Hook your students' interest.
6. The novelty effect can last up to a whole school year, so use this to your advantage.
7. Added mediums enhance interest, e.g. a listening component along with a book; a film strip with a computerized answer key.
8. Forget readability formulas; they are principles, not rules. Using more words to explain something usually works better than concisely stating an idea in a concentrated written form.
9. Any source material can be simplified and adapted to the proficiency level of your students, so don't hesitate to plunge into high-level texts.
10. Build on students' previous knowledge. With ESL students, though, don't take much for granted.
11. Begin students with materials that are completely within their capabilities as determined by tests and trial runs using sample instructional materials. Your students have too many other psychological and emotional adjustments to make to their new environment to immediately focus on language development. Give them guarantees for success at first.
12. New material should come in small doses. Ninety percent of every lesson should contain familiar concepts and language.

13. Use every opportunity to teach critical thought. Your students are not empty vessels, so reach in and pull out their opinions.

14. Pacing is crucial -- keep their interest and keep their minds moving.

15. Teach students that some words count more than others.

16. Supplement abstract ideas with illustrations; likewise, move from visual, oral and concrete lessons to the abstract, even in kindergarten.

17. Variety has a better chance of accomplishing a task than a single technique or approach. Be eclectic in teaching.

18. Provide students opportunities to communicate with each other in real language activities.

19. Read aloud to your students (especially pattern stories).

20. Use classifying as a tool to increase vocabulary within a topic.

21. Read silently along with your students; listen actively with apparent enjoyment; don't ask students to do something you would not.

22. Incorporate native folk stories from your students' countries.

23. Tell your students the information before you ask them a question. Lessons should not become a series of quizzes.

24. Describe what you are doing as you do it.

25. Ask yourself if you would enjoy your own class.

26. Find out what your students need to be successful in classes other than your own, and supplement your lessons accordingly.

APPENDIX

a. Athens City Schools Form B1 (Home Language Use Form)

b. Registration Procedures (distributed through Ohio University, to international parents; 2 pages):

1."English as a Second Language Program" Information

2. Requirements for Admission

ATHENS CITY SCHOOLS

FORM B1

(RETAIN THIS FORM IN THE PUPIL PERMANENT RECORD FOLDER)

IDENTIFICATION OF STUDENTS WHOSE PRIMARY OR HOME LANGUAGE IS OTHER THAN ENGLISH.

DATE_____
MO. DAY YR.

GRADE_____ NAME OF PUPIL _____ _____
LAST FIRST MIDDLE

The U.S. Office for Civil Rights, Department of Health, Education and Welfare, required identification of language-minority students by dominant language groups. This identification is required by the Civil Rights Act of 1964.

Each students and/or parents/ guardians must be asked the following set of questions before the registration process is begun. Please read the following statement and questions to the student and/or parents/ guardians.

"Under provisions of the Civil Rights Act of 1964, we are required to identify language-minority students b dominant language and to ask you these questions:

1. "What is your native or first-acquired language?" _____

2. "What language do you most often speak in your home?" _____

3. "Regardless of the language you speak, what language is most often spoken

in your home?" _____

If the answer to each of these three questions is "English," enter 01 ("English") in the primary language section of the student registration form, terminate the interview, and complete the registration process. If the answer to any of these three questions is other than "English," enter that language code on the student registration form and ask the next four questions:

4. "Do you speak any language in addition to English?" Yes_____ No_____

5. "What language do you speak in informal settings?" _____

6. "Do you have any preschool brothers or sisters?" Yes____ Number_____ No___

7. "How long are you planning to be in the Athens area?" _____

Please complete the registration process appropriate for your school.

"English as a Second Language"
Program
Athens City Schools

This is an English program for international students in all grades, from kindergarten through high school. There is only one location for this program, though. This is at East Elementary School in Athens, Ohio. It is the closest school to Mill Street Apartments, where many of the international families live.

Children from at least twenty different countries attend public schools in Athens. Some of the languages represented here include Malaysian, Indonesian, Arabic, Chinese, French and Spanish.

ENGLISH LANGUAGE INSTRUCTION:
Elementary School

If your child needs to attend an Elementary School, it is important to enroll your child at East Elementary School. This is the only school in Athens with a special English reading lab to help students who have limited proficiency in English.

Shortly after enrolling at East Elementary School, students who does not speak English as a first language are formally tested to determine their ability to listen, speak, read and write in English. The results of these tests determine whether the students can benefit from help in our English program.

Once place in the program, each child receives about one hour of special English instruction every day. Students are tutored by the English teacher for 30 minutes, and then the students practice reading and writing in English for at least another 30 minutes. Most children get a chance to work at a computer daily. This allows each student to develop at their own rate. Test results show that children entering kindergarten, first or second grade who began in September knowing no English at all can often catch up to their American counterparts in academic achievement, if not in actual English fluency, by the end of the year. Older students with good study habits can catch up in two years.

Middle School and High School

It is important to know that there is no "English as a second language" program at the middle or high schools. Those schools will not test your child, either. If your child needs some English help, even if only for a few months, it is important that the parents telephone East Elementary School. Ask for the English (ESL) teacher, and she will test your child at the elementary school, or if necessary, she will come to the middle school or the high school to interview your child. If your child needs some English help, the teacher will tell you to discuss the test results and to help arrange a time schedule for special English help.

Middle School students who need help with their English can walk to East Elementary School right after lunch each day. It is only a ten minute walk between the schools. These students can receive up to two hours of English help every day.

High School students who need help with their English might be able to get a school bus, but sometimes need to provide their own transportation. They, too, would come to East Elementary School each day after lunch to spend two or three hours in the ESL lab learning English.

REQUIREMENTS FOR ADMISSIONS

Parents whose children are enrolling in the Athens City Schools for the first time must present 3 documents:

1. Birth Certificate; translated into English, if possible;
2. Completed Health Records;
3. Passport (International Students).

IMMUNIZATIONS

The School Immunization Law required each child to have the following before he or she can enroll in school:

COMPLETE HEALTH RECORDS, including documentation of:

A. FOUR or more doses of D.T.P. or TD (adult) vaccine, or a combination of these vaccines;
B. FOUR or more doses if Trivalent Oral Polio vaccine;
C. ONE Measles (Rubeola) immunization;
D. ONE Rubella immunization;
E. ONE mumps immunization.

In addition, the Athens City Schools required a T.B. test and PHYSICAL EXAM, performed in the United States, which must be done before the child enrolls.

Parents may call the ATHENS CITY-COUNTY HEALTH DEPARTMENT, WEST UNION STREET, ATHENS, Phone: 592-4431 to make arrangements for any immunizations needed. The physical exam may be done by the physician of your choice, but it must be done in the United States.

These records must be COMPLETED AND RETURNED TO THE SCHOOL BEFORE YOUR CHILD CAN BE OFFICIALLY ENROLLED in school. Plan ahead so there will be no delay for your child in starting school.

AGE REQUIREMENTS

Children entering KINDERGARTEN must be five years old on or before September 30 of the current year. A birth certificate to verify the birth date is required.

Call or write the school for information regarding starting dates and any other questions you may have. A KINDERGARTEN HANDBOOK or an East Elementary School Parents Handbook is available upon request.

East Elementary School
3 Wallace Drive
Athens, Ohio 45701-1926
Phone : 1-614-593-6901

Be aware that students in elementary school through high school begin their classes about TWO WEEKS BEFORE the University begins their classes. Enroll your children in school BEFORE you enroll yourself in the University.

LET'S WORK TOGETHER TO INSURE A SUCCESSFUL AND HAPPY SCHOOL EXPERIENCE FOR YOUR CHILDREN.